

## THE USE OF EDMODO IN CIVIC EDUCATION TO STRENGTHEN THE HONESTY OF SENIOR HIGH SCHOOL STUDENT

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### ABSTRACT

*This study aims to find out how the use of edmodo at SMA BPI 1 Bandung in Civic Education to strengthen the honesty character of senior high school students. This research motivated by the problems that arise in the 21st century where there is a rapid development of science and technology that is misused in utilization, as in field education, students use information technology in the form of the internet and its devices to send the key answers during the exam and quotes or plagiarized information from internet site without listing source. It shows the weak honesty of the students, namely honesty in deeds. This research uses descriptive research design with qualitative approach done in SMA BPI 1 Bandung as one of pioneer of digital based school in Bandung Indonesia in learning have innovation in reducing misuse of information technology that is by using edmodo media in giving evaluation and work to student. The results showed that (1) one way to form honest characters is to provide a means that can stimulate the growth of honest attitude such as edmodo media. (2) After using this media students become disliked cheating and become more confident during the exam, not manipulating facts or information obtained from internet based media. (3) the obstacles of using this media is requiring students to have supporting devices such as laptops, so this media is less applicable in schools that students do not have the facility. (3) The use of this medium in Civic Education learning supports its role as character education.*

**KEYWORDS:** *Instructional Media of Edmodo, Character Education, Honesty & Civic Education*

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### INTRODUCTION

Education according to the Act of education in Indonesia (UU Number 20 of 2003) “education is a conscious and well-planned effort to create an atmosphere of learning and learning process so that learners actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by him, society, nation and country”. According to the Act education emphasizes not only on cognitive aspects (knowledge), but also emphasizes on skills and attitudes and character of students. The hope is to educate students to have good characters in the family, school and community environment. The younger generation who has good characters will make the quality of Indonesian human resources to be good and becomes one way to build the State of Indonesia be better.

The development of character current nationality problems, such as: the limitations of integrated policy instruments in realizing the values; shifting ethical values in the life of nation and state; waning awareness of the nation's cultural values; threat of disintegration of the nation; and weakened its independence of the nation ( Master Book of National Policy of Nation Character Development 2010-2025).

Various cases that appear in the community, such as plagiarism practices, falsification of diplomas, “perjokian”, bulk cheating, student engagement raises concern. Education world so far is expected to become one

of the pedestals end guard values of honesty and morals. In fact, the virus of dishonesty and culture violence has attacked the world of education (Haryanto, 2011). Although the national exam (UN) 2015 is no longer used as a determinant of students' graduation, the potential for cheating practices in the execution of the test remains open (mediaindonesia.com, 2015).

It shows the degradation of student character. Degradation of characters that concern in early is raised in the world of education, such as cases of fraud during the national exams, where the United Federation of Teachers Indonesia noted cheating that are structural in National Examination SMA and SMK in seven regions, namely North Sumatra, Brebes, Central Java, the island Muna-Southeast Sulawesi, Bekasi-West Java, Pandeglang-Banten and DKI Jakarta. According to Retno Listyani as Secretary General of FSGI, this data is collected from high school, vocational and MA teachers. The fraud that occurs is a structural planned fraud and involves learners, teachers, schools and supervisor of the exam. Other information for example in North Sumatra, FSGI noted, the students got the key answers from five national exam packages that since the morning they have copied from certain elements. The students then hide the answer key in socks and ties. At Brebes, Master Brebes Society found students at a non-pre-eminent school copy key answers at a school musalla before the exam began. However, this fraud was well planned, involving the principal, and the organizing committee. Thus, it is difficult to prove such cheating (Rachmah, 2013).

There are problems in the development of information technology where students use information technology in the form of the internet and its devices to send the key answers during the exam and to quote or plagiarize information from the internet site without listing the source. It shows the low honesty of the students, namely honesty in deeds. Meanwhile, the flow of globalization in the 21st century, according to Abdulhak, I. & Darmawan, (2015 p.5) that a number of technological achievements encourage a paradigm shift in education. The learning process today has shifted to the dominance of the role and the result of the adoption of the innovation of digital communication or communication studies by utilizing digital technology, one of which is according to Nash, E.B., Edwards, G.W., Thompson, J.A. and Barfield, W., (2000) referred to "virtual learning", which the Internet media facilitate citizens to learn access to various sources of information, including *web* pages. Through this *web* page, learners can transform their information to others so as to form a network or learning community. It also facilitates students in learning quickly and easily to understand the learning materials in the form of information.

Therefore, an effort is needed to strengthen the character of the students by using digital-based media, one of which is using *edmodo* which is a social network for learning based on *Learning Managent System* (LMS) as supporting and supporting the learning in class especially on subject Civic Educations (CE) which has a direct role as a character education. Edmodo provides facilities for teachers, students a safe place to communicate, collaborate, share content and learning applications, homework for students, virtual classroom discussions, online repeat, value etc. Media *edmodo* has been used in SMA BPI 1 Bandung in the process of learning CE.

SMA BPI 1 Bandung which is a *pilot project* of digital school in Bandung Indonesia, the process of learning often using digital devices like computer and android in the learning process. Thus, in this research will study about how high school BPI as a digital-based school utilizing technology in the process of learning to strengthen the honesty character of students.

## RESEARCH METHODS

The research design used in this research is descriptive with qualitative approach. Research subjects are deputy principal of student affairs, high school teacher BPI and representative of SMA BPI 1 Bandung Class X, XI and XII students. The data collection technique is by documentation, observation and interview, with the research instrument in the form of observation sheet and an interview guide.

## STUDY OF THEORIES

### Character Education and Honesty

In Indonesian Dictionary the word "character" is defined with character, psychic traits, morality or character that distinguishes one from another, and character (KBBI, 2017). A character person means a person who has personality, behavior, character, character, or character. With a meaning like this means the character is identical with the personality or morals. Personality is a characteristic or characteristic or characteristic of a person who comes from the formations received from the environment, such as family in childhood, and also innate (Koesoema, 2007: 80).

In terminological terms, the character's meaning was put forward by Thomas Lickona. According to her character is " *A reliable inner disposition to respond to situations in a morally good way* " Lickona further adds, " *Character so conceived has three interrelated parts: moral knowing, moral feeling, and moral behavior* " (Lickona, 2012). According to Lickona, noble character ( *good character* ) includes knowledge of goodness, then give commitment (intentions) to goodness, and finally really do good. In other words, a character refers to a series of thought (*cognitives*), feeling (*affectives*), and behaviors (*behaviors*) which has become a habit (*habits*).

From the above, it can be understood that the character is identical with morals, so that the character is the values of universal human behavior that includes all human activities, both in order to relate to God, with himself, with fellow human beings, as well as with the environment, embodied in the mind, feelings, and words and everyday behavior based on religious norms, laws, manners, culture and customs (Zuchdi, D. 2012: 16).

Thomas Lickona was regarded as the bearer, especially when he wrote a book called *The Return of Character Education* and then followed his book, *Educating for Character*: 1991). Through these books, he awakened the West to the importance of character education. Character education, according to Lickona contains three basic elements, namely knowing better (*knowing the good* ), loving goodness ( *desiring the good* ), and doing good ( *doing the good* ) (Lickona, 2012). Character education does not just teach what is right and what is wrong to the child, but more than that character education instill habituation about the good so that learners understand, are able to feel, and want to do good. Character education brings the same mission with moral education or moral education (Zuchdi, D. 2012 p.17).

Based on Dewantara (1962), the educational leader of Indonesia who asserted that the essence of education is the effort to promote the growth of character (mind, character), mind (intellect) and body of children, in order to accomplish perfection of life and harmony in his world. The education formed a man who is virtuous, smart-minded, intelligent and healthy. The human image of Indonesia that will be formed through education is as follows: 1) Indonesian man has a virtuous character, who has the power of mind and character. That is, education is directed to improve the human image in Indonesia to be staunchly striving to side with the values of truth; 2) the Indonesian man who advanced his mind is the intelligent cognition (knowing many and many know) and his intelligence frees him from ignorance and folly in various types and forms; 3) a human being in Indonesia who is progressing on a physical or physical level is not only physically

healthy, but moreover has a correct knowledge of the functions of his body and understands those functions to liberate himself from any impetus towards evil.

Character education is a valuable education, moral education that aims to develop the ability of students to give good and bad decisions, maintain what is good and realize that good in everyday life wholeheartedly. Thus character education, not just teach what is right and what is wrong, more than that character education habituation about the good so that students' understanding of what is good and wrong become (cognitive), able to feel (affective) value who are good and usually do it (psychomotor). In other words, good character education should involve not only the "moral knowing" aspect, but also the "good feeling" or "moral feeling" and the "moral good" ) (Komalasari & Saripudin, 2017: 16).

Presidential Decree Number 87 of 2017, describe the strengthening of character education implemented by applying the values of Pancasila in character education mainly include religious values, honesty, tolerance, discipline, hard work, independent creativity, democratic, curiosity, the spirit of nationalism, love homeland, appreciate the achievement, communication, love peace, love to read, care environment, social care, and responsibility. Related to the problem of cheating in the school is the need for strengthening the value of honesty. Honesty is the behavior undertaken as an effort to establish itself as a trustworthy person in words, actions, and work (Komalasi & Saripudin, 2017).

Samani and Hariyanto (2012 p.51) argues, is to state what their honest, open, consistent between what is said and done (integrity), daring as it is, can be trusted (trust, *trustworthiness*), and not fraudulent (*no cheating*). According to Naim (2012 p. 132), honesty is an important value that must be owned by everyone. Honesty is not only spoken, but should also be reflected in everyday behavior. Whereas according to Elfindri et al. (2012 p.96), honest means straight-hearted, not lying, for example in the words say what it is, not cheating (in game, exam), and always follow the rules that apply. This honest attitude is the interpreter of the words Siddiq which is the nature of the apostles. Someone who has an honest attitude to make the person can be well received in the community, away from corruption. Honest attitude will make a person get peace of heart and mind. Can researchers conclude that honest attitude is a subjective and unique behavior that

Based on Mustari (2011 p.19), indicators of honest attitude of students in schools include:

- Convey something according to the real situation.
- Willing to admit mistakes, shortcomings or limitations of self.
- Do not like cheating.
- Dislikes to lie
- Not manipulating facts / information
- Dare to admit mistakes

According to Aunillah (2011 p.49) There are several things that need to be done by teachers in building honest characters to students. In figure 1 is as follows

1. Understanding the Process of Honesty itself. It is very difficult to make honest attitude to the students if the teacher does not provide an adequate understanding of the meaning of honesty. So far, students just understand that one of the characteristics of a good person is to be honest.
2. Providing Means That Can Stimulate Growing Honest Attitude. To form an honest character in the students is not

done by simply delivering the material to him. The school needs to provide tools that can support the creation of a climate of honesty in him. Honest attitude not only to be understood by students, but also should be familiarized in school. Teachers should provide tools that can be used as a means to habituation being honest. With this, the creation of a climate of honesty in the school environment so that learners can get used to doing honest attitude in daily life at school.

3. Modeling. When in school, the teacher is a role model for students, whose every move and attitude imitated by learners. Therefore, in order to foster an honest attitude in students, teachers must also provide a concrete example by way of trying to be honest. In addition to teachers, parents also play an important role in fostering an honest character for students. Schools need to do intensive cooperation with students' families to help them develop character building programs organized by the school.
4. Open mind. In the school environment, teachers should try to build a climate of openness with students. If there are students who commit the offense, he should be reprimanded by showing the location of his mistake. Wherever possible, the teacher does not try to cover up mistakes made by the student for any reason. Because, this will make students always feel safe when making mistakes.
5. Not Reacting Excessively. Another way to encourage students to be honest is not to overreact, if they lie. The teacher must react appropriately and help her to speak the truth. Because, in fact, he realized that the lie he had done to make his teacher disappointed. However, if the teacher reacts excessively when showing disappointment, the student feels fearful to tell the truth in front of the teacher.

### **Instructional Media of Edmodo**

The media is container of a message that the source wants to forward to the target or recipient of the message. The material received is an instrumental message, while the goal that is to be achieved is the purpose of learning. More specifically media in learning is defined as graphic, photographic or electronic tools to capture, process and rearrange visual or verbal information.

Along with the development of emerging technology term multimedia (many media), according to Arsyad in Komalasari & Saripudin (2017), commonly known multimedia today is a combination of graphics, text, sound, video and animation. On the other hand, Vaughan explains that multimedia is just about any combination of text, graphic art, sound, animation, and video received by a user through a computer. Thus, it can be concluded that multimedia is a combination of text, photographs, graphic arts, digitally manipulated animation.

One such digital media is *Edmodo* media. *Edmodo* is a social network providing facilities for teachers, students a safe place to communicate, collaborate, share content and learning applications, homework (PR) for students, virtual classroom discussions, online repeat, value etc. Edmodo has several benefits in learning as follows: (1) Edmodo is a highly efficient communication and discussion vehicle for teachers and students. (2) With Edmodo, one student with other students can easily interact and discuss with the observation directly from his teacher. (3) In addition, Edmodo facilitates communication between teachers, students and parents. (4) As an appropriate means of examination or quiz. (5) Teachers can provide teaching materials such as questions, photos, learning videos to students easily. In addition, students can also download the teaching materials. (6) With Edmodo, parents can monitor their children's learning activities easily. (7) Facilitate the teacher in giving problem from anywhere and anytime (Zakaria).

### Citizenship Education as Character Education

Citizenship Education (CE) has a role in character education. According to Maftuh, B. (2008) CE vision is a *nation and character building*. *Nation building* is to understand rights and obligations and about its role as a citizen. While *Character building* is to build and improve the character of the nation. Supported by Winataputra, US (2014, p. 4) that CE intended that every citizen is young (*young citizens*) to have a sense of nationalism and love of the homeland. Citizenship education also has the aim of forming good citizens, who are citizens who know and are able to exercise their rights and obligations as citizens. It also aims to produce citizens who are able to solve the problem individually and the surrounding community. In fulfilling that objective, the Civic Education meets its challenges in both curricular, academic and social-cultural studies (Wahab & Sapriya, 2011).

### RESULTS AND DISCUSSIONS

The application of character education in high schools is to utilize digital devices in shaping and characterizing students. As the result of documentation in Senior High School of BPI 1 Bandung that has a vision that is to manifest the characteristic school, academic and non-academic excellence, SCIENCE and TECHNOLOGY based on IMTAQ (strong belief, faith and taqwa), full skill, independent, and insightful environment. The missions are to implant religious values, the noble character, a sense of nationalism as a source of wisdom in the thought and act, to grow a healthy competing motivation in gaining the achievements at the national and international level and able to unearth self-potential in order to have life skills, to implement a quality-based management, participative, cooperative, involving all stakeholders, to adhere to school rules consistently and firmly to create an environmental concept school, harmonious, comfortable, beautiful, green and clean.

Associated with the implementation of character education in digital schools is the use of technology based on IMTAQ or spiritual in students. Facilities in the school has been improved and there are *wifi* networks in each classroom, computer labs and there are *e-learning* that can only be accessed at school only. In addition to the results of interviews with deputy principal of student affairs and students in school, there are IT teams who always supervise, monitor the use of the internet in schools. *Edmodo* has facilities for teachers in giving evaluation in the form of tests or quiz questions to students. *Edmodo* is used by teachers or students every time when they have daily tests, semester and semester exams. According to interviews, the use of this medium can increase students' confidence in doing the exams. In the opinion of high school students BPI 1, they are interested and feel enthusiastic about the *edmodo* media. They also claim that by doing the questions and the test in the media, it makes them feel confident in doing and more competitive. In addition to exams or *replies* through the *edmodo* media, they can also do group work. What they like about quizzes is because they think they are challenging, and make them remember the lessons they have learned.

According to the teachers of CE, this media is very supportive in implementing the task of CE as character education. According to them, the most important value is the students' honesty. If the students from an early age has an honest character, then it will support the development effort to prevent corruption (fraud), because the generation that will make government honest and in various aspects of civic education life for the better. This strongly supports the role of civic education as an educational character and has the goal of forming good citizens (*good citizens*).

Barriers to the use of *edmodo* media are mandating the requirement that each student has a laptop or school providing a digital facility for each class. Thus the media for the moment can only be applied in urban schools or schools

that already have a digital facilit. According to the vice principal of the student affairs section, it requires an effort to exploit the development of science and technology as a means of character education, so every school must be ready to face it and make the best use of it to reach the educational goal which in essence is to form the good character of the citizen Country (Report of BSNP 2010)

## CONCLUSIONS

It is concluded to build and strengthen the honest character of the students by providing a means that can stimulate the growth of attitude of honesty. To form an honest character in the students cannot be done by simply delivering the materials to them. The school needs to provide the needed tools that can support the creation of a climate of honesty in them. One of them is applied in SMA BPI 1 Bandung and that is *edmodo* media which is used in process evaluation by the teachers of Civic Education to students. This media is used as an effort to exploit the development of science and technology as a means of character education, so every school must be ready to face and use it. The use of this medium in civic education learning supports its role as character education.

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